



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
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Application stamp in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization **Fort Hancock ISD** CDN **115-901** Vendor ID **74-6000857** ESC **19** DUNS **264705670**  
Address **100 School Drive / P.O. Box 98** City **Fort Hancock** ZIP **79839** Phone **915-769-3811**  
Primary Contact **Lorena Molinar** Email **lmolinar@fhisd.net** Phone **915-769-3811**  
Secondary Contact **Yvonne Samaniego** Email **ysamaniego@fhisd.net** Phone **915-769-1607**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General Provisions and Assurances ☒ Lobbying Certification  
☒ Application specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Jose G. Franco**

Title **Superintendent**

Email **jgfranco@fhisd.net**

Phone **915-769-3811**

Signature

Date **11.6.18**

Grant Writer Name **N/A**

Signature

Date

☐ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization

RFA # **701-18-106** SAS # **277-19**

**2019-2021 Grown Your Own Grant Program, Cycle 2**

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the 2018 TX Career Check, both secondary (7) and middle school (15) teachers are among the top 15 high-demand occupations in the area.	Will recruit students for Education & Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the district will establish a TAFE membership and have participants attend the annual conference.
Only 7 teachers at the district have a master's degree. Additional teachers need to attain their master's to be able to offer the Education and Training dual-enrollment courses.	Will identify and recruit two teachers (max number allowed per high school) to obtain their master's degree for the purpose of providing students Education and Training dual-enrollment courses
The high school's AP Course Completion is currently only 9.4%, which is considerably lower than the State's average of 44.8%.	To address this need, the district will identify and recruit two teachers to obtain their master's degree. This will ensure the district has more qualified teachers who can provide better educational opportunities for the students.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

GOAL: Two teachers will receive their master's degree and will facilitate student recruitment into the education field. Student recruitment will be facilitated when teachers demonstrate opportunities available during Education and Training courses. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified/diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated & committed to the district; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – By May 31, 2021.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the district created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (January-May 2019) of the grant, teachers will have been identified and will be enrolled to begin their first courses at the partnering university. Furthermore, students will have been informed of the Education and Training courses, which will be available the 2019-2020 school year. The benchmarks will consist of the following:

- Both teachers will be enrolled in courses to receive their Master's Degree in Education;
- Both teachers and a principal and counselor will participate in an initial TEA Teacher Institute; and
- A minimum of 10 students will be enrolled in Education and Training courses.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

During the second-quarter of the program (June 2019-December 2019), the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

- Both teachers will have passed their first set of courses with a minimum of a C or above;
- A minimum of 80% of students will have passed their Education and Training courses.

By this time, the high schools will have established a TAFE chapter. Therefore, the following benchmarks were created:

- A minimum of 5 students will become members of the TAFE; and
- A minimum of 5 members will attend an annual conference and competed in an annual academic event.

**Third-Quarter Benchmark**

Benchmarks to be used to measure the program's 3rd Quarter progress (January 2020-June 2020) include the following & more:

- Both teachers will have passed their second set of courses with a minimum of a C or above;
- Both teaches will have received their Master's Degree in Education;
  - A minimum of 80% of students will have passed their Education and Training dual-enrollment courses;
  - A minimum of 5 additional students will become members of the TAFE; and
  - A minimum of 5 members will attend an annual conference and competed in an annual academic event.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program: The district will collect data on a regular basis. Students taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include 6-week report cards. Instructional staff that are obtaining a degree or teacher certification will be required to submit printouts of their course grades from the university's blackboard gradebook. Additionally, sign-in sheets will be collected from the district's TAFE which will be utilized to monitor participants attendance.

This data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?
- Which benchmarks are at risk of not being met?
- What obstacles are putting the program at-risk?
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

- Not enough teachers are interested in obtaining their Master's Degree in Education; and/or
- Not enough students are enrolling in the Education and Training courses.

If modifications must be made, the district will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the district to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers that participate in the program.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
  - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The district has outlined a process that will be utilized to recruit and select quality teachers to take part in the Grow Your Own, Pathway #1 Program. These teachers will be selected based on their perceived potential to receive their master's degree and provide students with Education and Training courses. This outline includes the following:

- **The Process for Identifying Teacher Participants:** Several factors will be considered when selecting teachers to participate in the program. To begin with, the district will first review the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the teachers have been preliminarily identified to take part in the program, the district will rank the teachers based on the following: Experience and Proficiency. A teacher will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, community and extracurricular involvement, and more. For Proficiency, the district will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These totals will be combined to rank teachers, with additional points to be provided for teachers that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 4-years as a condition of receiving the stipend. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Ft. Hancock ISD is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
<b>Total Request for Pathway 1</b>			<b>25,500</b>

**PATHWAY TWO**

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
<b>Total Combined Request for Pathways 1 &amp; 2</b>			

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)**

**BUDGET**


**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Participants' Master's Degree tuition cost	15,000
TAFE teacher/student membership and conference participation costs	1,000
Program implementation resources	839

**SUPPLIES AND MATERIALS (6300)**

Supplies and materials require to support instruction of the Education and Training courses	7,911

**OTHER OPERATING COSTS (6400)**

Teacher/student travel costs associated with TAFE conferences	750

Total Direct Costs 25,500

Should match amount of Total Request from page 8 of this application

Indirect Costs 1,711

**TOTAL AMOUNT REQUESTED** 27,211

Total Direct Costs plus Indirect Costs

Grow Your Own Grant  
Pathways 1 and 2 Grow Your Own Program Attachment

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- € This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- € The plan must include strategies to increase enrollment in each course each year.
- € The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The district developed a plan for implementing and developing the Education and Training courses that will be offered to students seeking a career in the education field. These courses will include: Instructional Practices and Practicum in Education and Training. As part of this plan, the district will develop a partnership with El Paso Community College (EPCC) to offer dual-credit Instructional Practices and Practicum in Education and Training courses beginning the Fall of 2020.

**Career Development, Counseling, and Support Opportunities for Students:** Additionally, career development, counseling, and support opportunities will be provided to students. Students will first be offered the opportunity to take a career aptitude test. These tests will identify students that have an affinity for the education profession. Once these students have been identified, the Counselor will meet with the student to provide them with added information regarding the careers that are available; benefits and drawbacks they may encounter; growth opportunities; and more. Each student will be provided with information that details the educational requirements that they will need to meet in order to obtain a position as an educator. For students that are interested, the Counselor will assist them in identifying financial support which can assist them in obtaining the required education. Throughout their attendance at the high school, the Counselor will meet with them on a regular basis to provide them with added guidance and support. It will be the intent of the district to provide these participating students the opportunity to take part in as many dual-enrollment courses as possible. This will minimize the number of courses students are required to take after graduation and will expedite their entry into the teaching profession.

**Establishment of the TAFE Program:** The Career and Technical Education Student Organization (CTSO) that was selected by the district is the Texas Association of Future Educators (TAFE). This selection was made because TAFE's mission, "encouraging students to learn about careers in education and assist them in exploring the teaching profession while promoting character, service, and leadership skills that are necessary for becoming effective educators", is in line with the goal of the district. It is the intent of the district that a participating teacher will serve as the Chapter's Director. As the Director, he/she will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. He/she will also be responsible for marketing the program and increasing membership.

**Strategies to Increase Enrollment (Each Course/Each Year):** To increase enrollment in the Education and Training Courses each year, the district will ensure that an educational booth is available. This representation will help to ensure that students are constantly aware of the opportunities that are available each year. Additionally, to continue to increase enrollment, colleges and universities will be invited to attend the college and career workshops where they can include information pertaining to their teaching degree programs.



**Recruitment and Selection of Teachers with Measurable Evidence of Student Achievement:** The district will recruit and select teachers that have field experience and demonstrated a commitment to the school district. Additional factors will be considered when selecting teachers to participate in the program and could include: the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall Proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be considered for participation.

The district is confident that the outlined process will help to ensure that the appropriate individuals are selected to take part in the program.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must include marketing and recruitment strategies to increase student interest and persistence.
- € The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

A plan has been developed that will be utilized to recruit students to participate in the Education and Training course sequence.

**Profile of Students Targeted for Recruitment:** Students that have expressed their interest in education or have demonstrated good leadership skills will be targeted. Also, due to the high percentage of Hispanic/non-English speaking students that attend the district, the district will target this student population for recruitment. In addition, the district will also target students that are enrolled in advanced courses or excel in extracurricular activities, such as UIL. These students will be targeted due to their proven commitment and persistence.

**Marketing and Recruitment Strategies:** The district will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the district, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, previous graduates will be invited to visit the school to meet with the participating students. The graduates will be asked to provide examples of how a teacher affected their life choices and were able to provide them the support they need.

**How Leadership and Staff will Motivate Students:** The district's marketing plan will help to ensure that the students are aware of the benefits of pursuing a career in education. This will include the positive impact they can have on others, summer and holidays off, high number of jobs available in the education field, and more. This will help to ensure that student **interest** in the education career field increases.

To increase **persistence**, the counselors at the campus will meet with participating students to identify how they are progressing with the Education and Training courses. The counselor will be available to answer any

questions that the student has regarding the courses and the teaching profession. This will help to increase interest in the courses. In addition, the district will provide students the opportunity to shadow a highly-qualified teacher. This will allow the student the opportunity to observe firsthand the impact that the teachers can make on an individual that is struggling.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- € The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- € The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- € All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The district will develop a partnership with EPCC to provide a course of study that enables participating students to combine high school and college-level courses during grade levels 9 through 12. These courses will include dual-credit Instructional Practices and Practicum in Education and Training courses, as well as, additional core area courses that will be required of students that are seeking to obtain a degree in the educational field.

**Explanation of Dual-Credit Partner Partnership:** The district will ensure that highly-qualified teachers are utilized to conduct the dual-credit classes in an appropriate manner. EPCC and Ft. Hancock ISD will collaboratively offer the Education and Training dual-credit courses to students, as well as, other courses that will be necessary for participants to obtain a degree in education and obtain their teaching certification. This is ideal for the district since their goal will be to have students obtain as many as 60 college credits by the time they graduate. These courses will be transferable and will expedite the pace at which students obtain their Bachelor's Degree in Education. The district has established an articulation agreement with EPCC to allow students to earn college credits while enrolled Ft. Hancock High School. While attending the high school, students will be enrolled in dual-credit courses which will be free of charge and will include books, testing materials, tuition, TSI testing fees, etc.

**Timeline to Develop Dual Credit Partnership:** The district will meet with EPCC during the Spring of 2019 to discuss the dual-credit education courses that will be provided to students of Ft. Hancock High School. Since the district has a signed MOU with EPCC, the agreement will be reviewed to ensure that the courses, services, and supports that will be available to students through the Education and Training courses are detailed. This MOU will be reviewed and resigned by the authorizing officials, if needed, and will be effective for the 2019–2020 school year.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

N/A

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- € The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- € The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

N/A

### OPTIONAL Shared Services Arrangement (SSA)

**Applicants that are the Fiscal Agents of an SSA must complete the fields below.**

Fiscal Agent	County-District Number

[illegible]



## DUAL CREDIT PARTNERSHIP AGREEMENT

Between

**Fort Hancock Independent School District**  
(Name of District/High School)

And

**El Paso County Community College District**

This Dual Credit Partnership Agreement (Agreement) between Fort Hancock Independent School District (District/High School) and El Paso County Community College District (EPCC or the College) is designed to allow high school students an opportunity to earn dual high school credit and College credit. *19 Texas Administrative Code (19 TAC), Chapter 9, Subchapter H, Partnerships between Secondary Schools and Texas Public Two-year Associate Degree-Granting Institutions* establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and College-level credit. Dual Credit Requirements are identified/outlined in *19 TAC Chapter 4, Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85. Nothing herein shall be construed to violate either the Texas Public Information Act, Tex. Gov't Code, §552.001 et seq., or the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations:

### 1. Purpose

The Purpose of this Agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit College courses for qualified students.

### 2. Eligible Courses

- a. Only courses as permitted by 19 TAC, Part 1, CH4, Subchapter D, §4.85 (a) identified as College-level academic courses in the current edition of the EPCC Catalog or as College-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.
- b. Courses approved for dual credit for an individual student must be applicable to a College or university certificate or degree.
- c. Course matching is a requirement to award dual credit. In order to offer any College course for dual credit, it must be paired with an equivalent high school course. The learning objectives for the College course and the TEKS for the high school class must have significant overlap, or match. If an equivalent high school class does not exist, then the College course cannot be offered by the high school for dual credit.
- d. Any TEKS not covered by the College course will be taught by the high school and accounted for separately from the required content of the College course.

### 3. Student Eligibility

- a. High School students will meet State and EPCC requirements for admission to the College.



- b. High School students must take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing as well as course-specific placement test scores where applicable and have the course prerequisites prior to enrolling in College-level courses.
- c. High School students shall not be enrolled in more than courses allowable by state laws and Texas Administrative Code and Regulations.

#### 4. Instructional Calendar

The College dual credit courses on the high school campus (not distance education sections, which will comply with the College calendar) comply with the School District's instructional calendar.

#### 5. Location

- a. Dual credit instruction will predominantly occur in the facilities of the high school campus. EPCC facilities may be used as appropriate, depending on the availability of resources.
- b. When the High School does not have an instructor who is qualified and selected by EPCC to deliver a College course for dual credit onsite at the High School campus, the course may be located online with an instructor provided by the College, depending on the availability of resources.
- c. A qualified instructor may be provided by the College to teach the College course on the high school campus, but the high school will bear the cost of the instructor. A high school may also contract directly with an EPCC credentialed instructor to deliver the College course on the high school campus. (See Section 11.e.)

#### 6. Student Composition of Classes

Courses may be composed of dual credit students only or of dual and College credit students. Exceptions for a mixed class (composed of students taking the course for high school credit only and students taking the course for dual credit) may be allowed only under one of the following conditions:

- a. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- b. If the high school credit-only students are College Board Advanced Placement students.
- c. If the course is a career and technology/College workforce education course and the high school credit-only students are earning articulated College credit which will only be awarded after graduation from high school and subsequent enrollment at EPCC.

#### 7. Faculty Selection, Supervision, and Evaluation

All instructors must meet the requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges and other pertinent accreditation agencies in accordance with EPCC practices and decisions regarding the implementation of the requirements.

- a. The College shall select, supervise, and evaluate dual credit high school instructors using the same procedures used for EPCC faculty teaching on the main campuses and will maintain the same standards for the evaluation of instructional effectiveness and learning outcomes for the College course taught on the High School campus as the same courses taught at the main campuses of the College.
- b. Official transcripts, an adjunct faculty application, and other documents pertinent to credentials verification of dual credit high school instructors will be kept on file at the EPCC Office of Human Resources.
- c. Qualified, EPCC-selected and trained dual credit high school instructor teaching the College course at the High School will do so as part of his or her high school teaching assignment. Nevertheless, the dual credit high school instructor will comply with the College's standards of instruction and evaluation processes. All instructional aspects of the College course will be supervised by the College Instructional Dean.
- d. Each semester the onsite dual credit students will perform a Faculty Evaluation and Student Survey for each dual credit class. The high school is responsible for designating a person to act as a point of contact and an overseer for the administration of these materials and any additional surveys of College students required by the College. Yearly training will be provided by the College for the designated administrators. The Faculty Evaluation process is highly confidential. To encourage a student's willingness to respond with candor regarding their experience in the class without fear of reprisals from the instructor, the Faculty Evaluation will be shared with the instructor, the College dean, the instructional coordinator and, upon request, the designated high school administrators after the course has ended.
- e. It is required that new Dual Credit faculty attend New Faculty Orientation, which is held during Faculty Development Week at the beginning of the Fall Semester (August) and the New Dual Credit Faculty Orientation at the beginning of the Fall (August) or Spring Semester (January). Additionally, ongoing attendance is required at division and discipline meetings and at one faculty development workshop of the instructor's choice each semester.
- f. In the event the high school credentialed faculty is absent more than 3 consecutive days, or is absent enough times that the instructional contact hours fall below what is required for the college course, the high school is responsible for contacting the College Instructional Dean to discuss the anticipated length of absence, and necessary arrangements for a substitute or replacement. Only discipline/course qualified substitutes/replacement may be used to cover a class. If the high school is unable to find a credentialed discipline/course qualified substitute or replacement, EPCC may provide a qualified faculty if available. The high school will incur the instructor cost.

#### 8. Course Curriculum, Instruction and Grading

EPCC shall ensure that a College course for dual credit offered at the High School and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, contact hours, course enrollment maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class.

- a. EPCC course syllabi and textbooks must be used in College courses for dual credit at all times.
- b. The High School will provide each student enrolled in a College course for dual credit with all textbooks and instructional materials required by the College discipline. Textbooks and

other instructional materials may not be shared among multiple students, and students must be allowed to use them both in and out of class as would any College student studying at a main campus of the College.

- c. The EPCC Office of Distance Learning Support Services will verify that the High School has adequate technology to support online course delivery.
- d. The High School will identify a high school onsite facilitator whose role is to support the EPCC instructor of record in order to enhance the success of dual credit students enrolled in online courses.

#### 9. Academic Policies and Student Support Services

- a. All academic policies applicable to courses taught on EPCC campuses shall apply to dual credit high school students as outlined on EPCC Procedure 6.00.01.30 and in the College Catalog. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, and processes for addressing instructional issues/concerns.
- b. Dual credit students may utilize the same services that are available to other EPCC students. The College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, College-appropriate (non-curricular) accommodations for students with disabilities, to learning materials (e.g., library resources), academic achievement programs (e.g. Honors Program) and student success initiatives (e.g., tutoring).
- c. Each high school must have an appointed counselor or designee to provide academic guidance regarding dual credit who will encourage course completion and achievement of course work leading to a College degree. EPCC will provide training for the high school counselor or designee.

#### 10. Transcription of Credit

EPCC will transcript College grades immediately upon a student's completion of the performance required in the course and report the official College grade to the High School Registrar and Coordinator.

#### 11. Funding

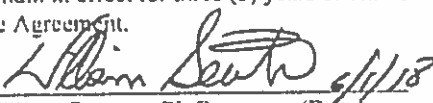
- a. The dual credit high school instructors will be compensated by the School in accordance with the School's Standard Teacher Salary Schedule. It is not contemplated that dual credit high school instructors will be teaching any classes in addition to their regular workload by virtue of their participation in the Program. Said dual credit high school instructors will not receive any monetary compensation from EPCC for their participation in the Program. The dual credit high school instructors teaching courses which result in the award of concurrent credit must meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College. Dual credit high school instructors will teach courses on a volunteer basis and are entitled to all the rights and privileges accorded to any EPCC part-time faculty member.
- b. EPCC will waive tuition and designated fees for students enrolled in the Dual Credit Program, except as stated in c, d, and e. herein below.

- c. Upon mutual agreement, the College will conduct enrollment registration for all qualified students who have met all requirements and are requesting enrollment in College courses for dual credit. A fee of \$150 will be assessed for each student enrolled after the College's Census Date when it is determined that the student or school was responsible for not meeting the deadline.
- d. Three-Peat-Fee will apply for students repeating certain courses more than two times and will be assessed the current EPCC per credit hour fee.
- e. Waived and Incurred Fees
  - i. When the School District provides the instructor onsite, tuition and fees will be waived.
  - ii. When EPCC provides the instructor, online, onsite or on campus, tuition and fees will be waived provided the school pays a flat rate of \$100 per student. The School District will be invoiced within 30 days after the end of the semester and payment in full will be due to EPCC within one month of the invoice
- f. The High School is responsible for all textbooks and instructional materials. This includes funding of Open Educational Resources (OER) materials used in lieu of textbooks. College-approved textbooks purchased by the High School District may be used for a maximum of four years from the date of initial purchase. The high schools must adhere to textbook procedure number 3.05.10.10 *Selection and Ordering of Textbooks*. This procedure may be found at <http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.05.10.10.pdf>. In addition, the high school must comply with the textbook tracking requirements by completing and returning the textbook tracking form within the timelines set forth.

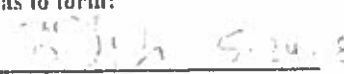
- 12. EPCC Deans and High School Principals, along with any necessary administrative staff, will meet regularly in order to maintain open lines of communication between the College and their high schools.

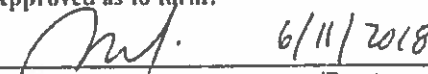
This Agreement may only be modified in writing by the School Superintendent and the College President, or their designees, at least 30 days in advance of the modification.

This Agreement will become effective on the date the last party executes the Agreement and will remain in effect for three (3) years or until such time as mutual agreement is made to modify or terminate the Agreement.

  
 William Serrata, Ph.D. (Date)  
 President

  
 Jose G. Franco (Date)  
 Superintendent

Approved as to form:  
  
 Edward Dunbar (Date)  
 General Counsel

Approved as to form:  
  
 S. Anthony Saffi (Date)  
 General Counsel





*Fort Hancock Independent School District*

P. O. Box 98/100 School Drive  
Fort Hancock, TX 79839  
(915)769-3811, FAX: (915)769-3940

November 6, 2018

Mike Morath,  
Commissioner of Education  
Texas Education Agency  
1701 North Congress Ave.  
Austin, Texas 78701-1494

Re: Grow Your Own Grant

Dear Commissioner Morath:

As the Board President of Fort Hancock ISD, I, Joe Rodriguez provide my support for the Grow Your Own Grant.

I understand the great benefit this grant opportunity can have on the students' educational attainment and the teaching profession as a whole; therefore, I believe our district will be committed to ensuring that the Grow Your Own Program is a success.

Based on my experience as an elected board member, I am aware that the district is challenged in employing and retaining highly-qualified teachers. Therefore, the need to grow the education career cluster is a priority, not just in the district, but throughout the state.

I provide my support for Fort Hancock ISD's grant-related activities which will include:

- Providing support and guidance to instructional participants from peers, instructors, and administration;
- Identifying students who show an interest in the teaching profession; and
- Enrolling students in the education and training courses.

The outcomes we intend to achieve include:


- Elevating the perception of the teaching profession held by high school students currently in the stages of choosing their career path;
- Closing the gap between the students and teachers as a result in changes in demographics of the student population; and
- Increasing the amount of highly-qualified educators in the area.

Based on all the assistance and benefits our instructional participants will receive if the grant is awarded, I, on behalf of Fort Hancock ISD, wholeheartedly supports the Grow Your Own Grant and will make every effort to ensure the success of our educators and students who will be impacted by this funding, now and in the future to come.

Sincerely,

Joe Rodriguez /Board President

Name/Title

  
Signature

11-12-18  
Date